



Veritas

The Selwyn House Community Publication

Winter 1989

GIFTS OF EDUCATION

As you know this year saw the School launch its first Annual Giving Campaign. We are encouraged at this time because we have exceeded, by far, the now perhaps modest target we set for ourselves last year. Thanks to the generosity of a well-organized and enthusiastic group of parents, Old Boys, and Friends of the School, we appear to be laying a solid foundation for on-going support of the School.

Naturally, we are very pleased that many have participated in support of what we are doing at the School.

However, I was reminded recently at a lecture by a college president that philanthropy should be a two way street: with what it receives from donors, the institution should be prepared to give back to the community

"gifts of education" through the programmes it provides.

This year the goal of Annual Giving was to provide additional financial aid for students who might not otherwise have considered a Selwyn House education and to support professional development of the staff. In the future, the School will plan and articulate other priorities and programmes that will



Le Cirque de Selwyn House

help the School meet its aim of providing excellence in education.

William Mitchell
Headmaster

GEOFF DOWD APPOINTED DIRECTOR OF STUDIES



Last June the School announced the appointment of Geoffrey Dowd as Director of Studies, a new

position with design and development of curriculum as its major responsibility. With teachers, department heads, the School's other administrators, and the academic committee of the Board, Mr. Dowd hopes to establish a clearer consensus of what the School's philosophical and educational goals are, and to have these goals consciously reflected in the courses of study and "extracurricular" activities in the Secondary School.

Since his arrival at Selwyn House in 1976, Geoffrey has taught

English from Grades 5-11 and coached in various sports, as well as taking on many other minor roles in the life of the School. In 1984-85, he took a leave-of-absence and finished an M.A. in English at Queen's University. As well as his new duties, this year Mr. Dowd teaches English in Grades 8 and 11, conducts a film studies course, and advises the School's student newspaper, Nexus.

Geoffrey has a few major projects underway at the moment. With a committee of colleagues, he is

See Dowd, page 3

Moo's Memories

It was intriguing to learn that after a lapse of almost forty years the school once again enacted Treasure Island. I suspect that it was pure chance, and does not presage a revival of other past triumphs. Certainly nothing is less likely than a return to the eccentrically distinctive entertainments of the Redpath Years, after Mr. Mayer had left us. If there is no other reason, the conditions which dictated them are not to be expected to return.

No one was prepared to produce the whole show, so that the onus was shared by staff members who were given little choice in the matter. The headmaster's stipulation was that as many boys as possible should take part. Since the portable stage erected for the occasion measured some eighteen feet by ten, crowd scenes were out of the question. What in Greek drama might have been the chorus was therefore set apart in the several choirs directed by Mr. Phillips, which coped with the desire for numbers.

Choristers of those years will recall their part in providing the entr'actes better than I. Indeed, I never heard their efforts. While I was not busy supervising the scene changes during their performance, I was obliged to cower behind the piano and

was aware only of Mr. Phillips' vigorous accompaniment. But these interludes afforded more than ample time for preparing for the next dramatic offering. No only did the limited space in the wings preclude more than the essential minimum of properties, Mr. Phillips took the headmaster's injunction seriously, and included a remarkable number of solos.

Normally, no one dared to interfere with the Junior School contribution that opened the programme. It tended to the realm of juvenile fancy, with Alice in Wonderland or witches and fairies in some guise. Only once did I find the courage to intervene. At dress rehearsal I discovered that a pixie was expected to appear unexpectedly, after cowering in the witch's cauldron for a quarter of an hour or so. Only with the greatest difficulty were the ladies persuaded that, however much it contributed to the realism, it would not really be a good idea to dump a pound of dry ice in the cauldron with the child.

My oddest task was helping with the French saynète which was an early tribute to our francophone province. Mme Gyger drilled her players until they were word-perfect, but resolutely declined to have anything to

do with stage movements. It was, indeed, amazing how well the performers overcame the problem of understanding the accent I introduced (once unflatteringly described as that of a vache espagnole) whenever I had to refer to the text. It simplified things enormously when Mr. Iversen took over.

The headmaster himself valiantly undertook to find time to produce the main feature of the programme. He had one advantage. He had little difficulty in securing the funds to rent impressive historical costumes to make his contribution the more impressive. For the other sketches we had to rely largely upon gear borrowed from wardrobes at home, or manufactured on the premises by the ladies of the staff. In that connection I was always mystified by one quirk in boyish philosophy. They found it excellent fun to masquerade in their mothers' finery as adult females, but strongly resented being cast as small girls. Possibly with women's liberation so marked a feature, the kid sister is no longer an inferior species.

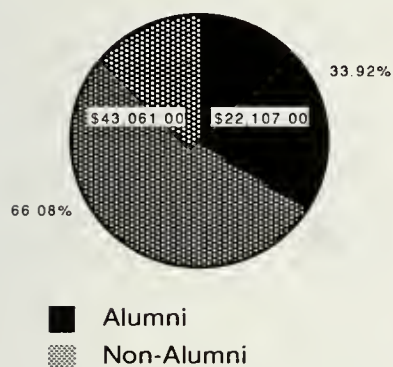
There was one costume, however, which we were allowed to hire. For some obscure reason it seemed impossible to prevent a

See **Memories**, page 8

TREMENDOUS SUPPORT FOR 1ST ANNUAL GIVING

A LOOK AT WHERE WE STAND

TOTAL TO DATE: \$65,168



WELL DONE CANVASSERS!

WATCH FOR A COMPLETE
WRAP-UP NEXT ISSUE

CLASS PARTICIPATION STATS

YEARS WITH 25 OR MORE ACTIVE OLD BOYS

YEARS WITH 24 OR LESS ACTIVE OLD BOYS

CLASS	Participation	Total Given	Average Gift
1986	29.69%	185.00	9.74
1975	23.40%	500.00	45.45
1977	21.28%	555.00	55.50
1974	18.18%	605.00	75.63
1987	17.86%	127.00	12.70
1969	11.43%	875.00	218.75
1985	10.53%	90.00	15.00
1971	10.00%	750.00	187.50
1968	9.09%	330.00	110.00
1966	8.57%	350.00	116.67
1967	7.41%	350.00	175.00
1984	6.00%	55.00	18.33
1973	4.88%	1,100.00	550.00
1972	4.88%	85.00	42.50
1983	3.33%	35.00	17.50
1976	2.86%	30.00	30.00
1970	2.63%	150.00	150.00
1980	2.00%	150.00	150.00
1982	1.75%	20.00	20.00

CLASS	Participation	Total Given	Average Gift
1928	50.00%	75.00	37.50
1958	40.00%	1,600.00	200.00
1951	31.25%	1,350.00	270.00
1945	25.00%	500.00	166.67
1941	25.00%	600.00	300.00
1943	21.43%	1,500.00	500.00
1960	21.05%	900.00	225.00
1952	20.00%	1,600.00	400.00
1922	20.00%	330.00	330.00
1961	19.05%	1,375.00	343.75
1953	19.05%	2,000.00	500.00
1954	18.75%	950.00	316.67
1957	18.18%	400.00	100.00
1940	16.67%	350.00	175.00
1944	14.29%	125.00	62.50
1930	14.29%	25.00	25.00
1950	12.50%	300.00	150.00
1926	12.50%	50.00	50.00
1955	11.11%	700.00	350.00
1947	11.11%	300.00	300.00
1946	9.09%	250.00	250.00
1935	9.09%	10.00	10.00
1929	9.09%	25.00	25.00
1932	8.33%	100.00	100.00
1959	5.88%	100.00	100.00
1933	5.88%	50.00	50.00
1956	5.00%	200.00	200.00

P.S. ALL CANVASSERS PLEASE RETURN REMAINING BLUE PLEDGE CARDS

DOWD CONT'D

reviewing and revising the reporting format used in the Secondary School to streamline the reporting procedure and to involve the School's computers in the printing and storage of data. He has collected, from each department, course details and descriptions, as a first step in making uniform the organization and completeness of these course outlines, which would include the scope and sequence of essential skills and content. He has proposed the expansion (next year) of standardized testing in English

and math at certain lower grade levels to help diagnose learning difficulties in younger students so that these problems may be treated before boys reach the upper grades. His most far-reaching project is the formulation, in consultation with the School's various constituencies, of a clear statement of philosophy (or "mission statement") for Selwyn House, one that can inform the School's overall curriculum. Marg Lynn, Andrew Lumsden, and the Headmaster are working in committee with Geoffrey to finish this process by June. Δ

L.C.C. APPOINTS NEW HEADMASTER

Congratulations to Mr. Ted Staunton, who has recently been appointed Headmaster-elect to Lower Canada College. We at Selwyn House welcome him, his wife, Jane, and their three daughters to Montreal, and we wish them all the best of luck and success. Mr. Staunton has for the past three years been Headmaster of Balmoral Hall School in Winnipeg.

ARE WE NUMERATE?

by Andy Lumsden

Why is it that it is, generally, acceptable for someone to admit that he/she never could do mathematics? Worse, why does it seem that many (otherwise) well-educated people, authors among them, feel that they can dismiss mathematics as irrelevant or, at best, something that they can be quite happily ignorant of?

Most of us have heard of, if we haven't known it ourselves, the negative experience of others in coming to grips with the subtleties of the subject - an intimidating teacher, apparently meaningless or dry material, the pressure of having to answer set questions in a finite (read: short) period of time. If the subject itself or the teacher is not to blame, a person will eventually attribute the shortcomings to himself. Of course, not everyone's

finance. Many service industries are "knowledge-intensive" and require people with strong mathematical backgrounds. In turn, we recognize that the success of these industries is crucial to our standard of living. Besides, don't we all start out liking mathematics and continue to enjoy brain teasers, puzzles and mathematics contests? Doesn't it make us feel "smart" when we correctly solve some problem? Why is it, then, that we do not have greater success learning and teaching mathematics?

Related questions, in no particular order: A) How much can we reasonably expect our students to learn? B) Is mathematics too esoteric? (We know it has mystique.) C) How can we encourage our students? D) How can we develop greater understanding?

Without doubt, the mathematics of relativity and quantum mechanics as well as much of mathematics is very difficult. This is why, for example, Stephen Hawking, in a Brief History of Time, avoids using any mathematical formula, except one. (You may guess which formula.) However, our concern is not with sophisticated mathematics but with achieving a sound understanding of high school mathematics together with, what one might call a basic numeracy, the ability to reason



correctly about the quantitative aspects of our lives. (See John Allen Paulos, "The Odds Are You're Innumerate", N.Y. Times Book Review, January 1, 1989.)

In the last several years, high school curricula in North America have incorporated estimation, probability, scientific notation and other topics to develop or improve this basic numeracy. A short quiz at this stage will help to illustrate some of these ideas:

Don't we all like maths?

experience is negative. Many of us enjoyed mathematics and did well but most admit wistfully that it left us behind or cold or in the dark or some combination of these three.

On the other hand, we readily acknowledge the role of mathematics in science, engineering, economics, and

A Short Quiz!

A1. If a 13" pizza costs \$13.00, how much would you expect a 15" pizza to cost?

A2. How much larger is a 21" TV set than a 14" TV set?

B1. If you have two children, what is the probability that you have a boy and a girl?

B2. If there is a 50% chance of rain on Saturday, and a 50% chance of rain on Sunday, what is the probability of some rain falling on the weekend?

C1. A number of 16 year olds (!) riding a city bus were asking themselves if \$20.00 would cover the purchase of a hockey stick costing \$18. (They knew that the \$20.00 had to cover tax but, according to Phil Litvack, who told me this story, were unable to answer the question with any feeling of certainty.)

C2. What is the cost of the most expensive stereo system you can buy with \$1000.00.

D1. A TIME magazine caption from 1987: U.S. steel production up 30% to 91% of capacity. The question is: what percent of capacity was being produced the previous year?

D2. Would you prefer a 10% increase in salary followed by a 15% increase or a 15% increase followed by a 10% increase? Assume that you cannot predict the inflation rate over this time period.

D3. Is it a better deal to have a 30% reduction in price or to be given 30% more for the same price?

D4. If inflation is 10% over the next two years, what will be the cost of a load of groceries which now sets you back \$100.00?

None of the above is a "trick" question, as some of my students would put it, but the answers to many of them would escape, perhaps, a majority of people. Some are the sort of

"concrete" questions that we may encounter in the normal course of our lives. Others may seem obscure but they are all practical questions which should not require a "specialist" to answer.

Of course high school mathematics goes well beyond this level of basic numeracy. A grounding in algebra is necessary to pursue analytic geometry, functions and eventually, calculus. These subjects deal with concepts which are essential to understanding the mathematical aspects of the world around us, to understand the sciences which inform us of it. Still more questions:

1. How far is it around the world at 45 degrees N latitude if the equator measures 64 000 km? (And what distance should a time zone be, Newfoundland included?)

2. How long does it take to double your money at 10% interest compounded annually.

3. What is the shortest path from A to B via line segment XY?



4. What are the chances that two people in a room of 30 people have the same birthday?

5. Why are silos circular in cross-section (and not, say, square)?

Let me begin to at least draw the outline of the answers to the general questions which preceded the quizzes. The two

main issues seem to be how to encourage and attract students to mathematics and then what to expect of them. One thing is certain - we have to involve more students in our mathematics classrooms and encourage them to proceed further with the subject. Math is sometimes seen as a screen or filter which separates all but the most capable. An optimistic working assumption is that everyone can do mathematics although some will take longer to master the same set of concepts or techniques. What can then be done to "reach" them? Several things come to mind.

A large measure of the mystique of mathematics stems from the notation used. Some of my Grade 8's are suitably impressed when they see the " Σ " and " \int " signs still on the board after a calculus class. The advantage of the notation is its concision and precision but we have to remember that mathematics is still taught in English or some other natural language. One thing I feel we should do more of is to ask students to translate notation into English and vice versa. (e.g. " $\{x \in \mathbb{R} / x^2 + 4x = 12\}$ " = "The set of all real values of x so that x squared plus four times x is equal to 12.")

All teachers invite responses and questions from their classes. But math, especially, allows students to pose their own "What if" questions. The lesson may then follow that lead through a more interesting and»

...everyone can do mathematics

satisfying course than may have been planned. Here, we usually feel we are accomplishing something. Furthermore, such questions show involvement on the part of the student and we have no (irrational) commitment to our lesson plans!?

Controversy in mathematics, or what there may be of it, should be used to advantage. Mathematics has little appeal if seen as always affording pat answers to artificial questions or as a logical fait accompli. Most people enjoy discussion and there is no point discussing that which is uncontroversial. A couple of years ago, one of my students related to me a conversation he had had with his uncle concerning the existence of numbers like $\sqrt{10}$ (the square root of ten). Although we admire the Greek

mathematicians, rational as they were, most would not recognize their existence. Today, the question would not focus on their existence, but rather on their validity, or, worse, (save us!) their utility! Such numbers are, appropriately to this little anecdote, designated "irrational". Mr. Glasspoole has told some of his classes what they did to the unfortunate fellow who dared to espouse their existence. (Hipparchus was taken out to sea and drowned.) Students are intrigued by stories like this and usually remember them, if not

...taken out to sea and drowned.

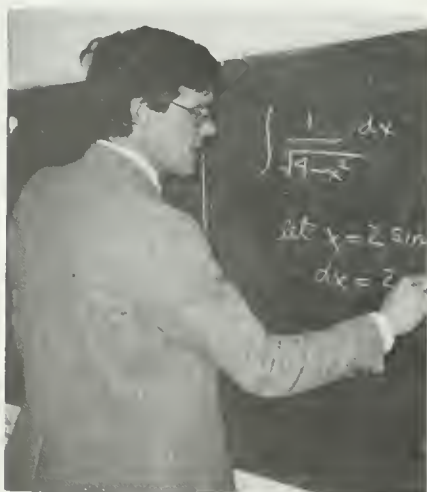
the subtleties of the lesson itself.

At a higher level, when students have attained what might be called expert status they continue to appreciate any controversy but by now the subject has a certain hold on them. They see that it provides answers to questions that they understand. They are satisfied or convinced by proofs and view solutions as "neat" when the complicated parts simplify and the answer(s) emerge. Moreover, all the pieces fit together. One can derive the Mean Proportional Theorem from the Pythagorean Theorem or vice versa (without assuming

what must be proven). There are about 25 proofs of the Pythagorean Theorem, including Euclid's and President Garfield's (supposedly devised during debate when he was a member of the U.S. House of Representatives). These students understand the rationale for proof and the need for consistency. They can also appreciate mathematics as a coherent system of truths. They are the math teacher's favourite class.

What can we expect from our students, granted that most of them will not be in the favourite class? I've suggested a number of ways to encourage their progress: to follow their direction, to take advantage of controversial ideas in the history of mathematics, to explain and translate notation and so on. But there is the other side of the issue and that is the question of what to expect from the student. Why don't they learn more than they do?

Much of what people learn in mathematics seems to be, at first, counterintuitive. If Little Red Riding Hood drives to Granny's at 90 km/h and returns the same distance at 60 km/h, her average speed for the round trip is 72 km/h, not 75 km/h. Standard and uncomplicated algebra will show this. But then it turns out that the "intuitive" result, 75 km/h, is not so much "intuitive" as it is naive or uncritical. (The correct solution is left to the reader. I pose this to my Grade 9 and 10 algebra classes.) It seems that



...false sense of security...

"intuitive" means only what one has come to understand as true or valid. Even at a young age students do not part with their opinions easily and have to learn to go along with the dictates of reason. Still, they cannot be convinced against their will. (There is an adage to that effect!) But math (and physics), more than other subjects, teaches a lot of what appears to be "counterintuitive".

That is just as well because the ability to think for oneself is one of the main goals. Every student does this to some degree. At this point, though, one has to question an assumption that many (parents, students and perhaps some teachers) hold. And that is the idea that by giving a maximum of explanation and guidance we are teaching well. In one sense, this is obviously true, but insofar as we create a dependence on ourselves as teachers, we are not.

This could be called the "Teacher's Paradox". How much should be explained, illustrated, clarified and so on? How much should be left to the student? I feel that many of my students are lulled into a false sense of security because they have been able to follow easily the presentation of some new

idea on the blackboard. When homework is given, they may then underestimate the demands it places on them. "Good" homework requires them to reconstruct, parallel, or even extend the reasoning shown in class.

Any subject that we have had to sit down and figure out for ourselves is usually one we feel we know and understand well. We also differentiate "knowing why" and "knowing that" and "knowing why" is what we are after. According to this view, knowledge is something that each individual learner must construct for himself.

Students will invariably look for short cuts and ways to make their work easier. Teachers and tutors can give them what they are looking for. A concise explanation which contains the essence of a problem saves them time but it relieves them of the necessity of thinking and defeats the purpose of the whole exercise in the first place. It is better to provide a hint to get them started and have them return to review their work.

What works against this ideal of getting students to think? Saving time has already been suggested. We should reconsider the time-honoured private school tradition of keeping the boys "busy" if it means that they are overcommitted. Thinking takes time and concentration. It also means struggling to understand the problem, its conditions or premises. Tenacity and determination are too often



overlooked as the determinants of success in mathematics. It is much easier to explain success by claiming that someone is (naturally) good at math.

I've offered no easy answers, no revolutionary ideas. I have questioned some of the motives and expectations for sending a boy to a school like ours. I do know that once he develops a

...no easy answers...

realistic attitude towards his study of math, he is well on his way to learning as much as he can and gaining a lot of satisfaction in the process, not to mention keeping educational opportunities open. It seems obvious to me that math is one of those subjects in which you need a teacher, a textbook, classmates and a favourable environment to learn very much at all. If you do not learn what you "should" or might, what are the chances that you can pick up a book and learn on your own outside this environment.»

especially if you also hold down a job? Parents can appreciate this point, students not nearly as well. So for many people it can be an opportunity (forever) lost. The "quantitative aspects" of their lives, alluded to above, remain more mysterious than they need to.

I've attempted a critical appraisal of what we are trying to do as teachers. Ours is probably the last subject where one could feel complacent. Whether or not our expectations are too high is another matter. I do know that our students have definite opinions about where each subject fits in a hierarchy of subjects according to how seriously they are taken. We feel that they do take math seriously and are justifiably pleased when they have done well. After all, there is still no such condition as "History Anxiety", at least none that has been identified and written about in the way that "Math Anxiety" has.

Finally, I should point out that I've not attempted to deal with the much more difficult question of why we teach the particular subject matter that we do. Whatever it is, it should be worthy of the name mathematics and it shouldn't be the teaching of the obvious.

Andy Lumsden has been at Selwyn House since 1977 and Head of the Mathematics Department since 1979. He has also been very active in the tennis and squash programme.

MEMORIES CONT'D

policeman from intruding at some point in the evening.

To make the programme long enough to justify parents in giving up an entire evening, the programme was completed by a trivial curtain-raiser before the headmaster's impressive pièce de resistance. In its early form it was an irreverent treatment of obscurer episodes from literature, deliberately garbled to include topical quips and references to current school jests. In time the literary background was discarded and the skit became a frank commentary upon school life of the time. Among my few claims to distinction I can look back upon my role as the only person publicly permitted to poke fun at Dr. Speirs and his ideas.

Unrehearsed effects are always a feature - often the most memorable - of amateur dramatics, and we were good at those. Oddly, I can recall only one case of a performer stepping backwards off the tiny stage into the audience. What we did achieve was usually much more striking.

Perhaps the most remarkable came in one of the headmaster's plays, set in the past in the wilds of Scotland. In the course of the action, one character was to be led off and shot in the wings. At the dress rehearsal, Dr. Speirs decided that the usual toy pistol, with its ineffective percussion caps, was not realistic enough. For the final

performance, therefore, he borrowed a starting-pistol from the athletics department. The effect was sensational. In the confined space beside the stage the report resounded alarmingly, to the bewilderment of the audience, who could only assume that it was a Highland custom to blow their offenders to smithereens with a land-mine.

That was a rare occasion, for television had not yet made wholesale slaughter a staple feature of entertainment. It remained for Mr. Iversen, in one of his French vignettes, to pave the way. In a scene set in a beauty parlour, with a defective hair-drier, he was able to ring down the curtain upon his entire cast - including the gendarme who had drifted in - lying electrocuted on the floor.

In my own experience, I early learned a lesson in the unwisdom of excessive realism. We rehearsed Tom Sawyer's painting of the fence out of doors, and the boys developed a real verve for the task. None of us had contemplated the consequence of using so much whitewash on the stage itself, or the difficulty involved in removing the devastation before the next offering.

Of all such memories, however, perhaps I may be forgiven for regarding as my favourite the time when I was hoist with my own petard.

The idea was to lampoon the newly installed visual aids room, by portraying a sceptical

Our Man in Washington

Taken from the Washington Journalism Review. Written by Cristina Del Sesto.

Alexander Kippen '77 is the link between a U.S. news service and 13 cities across Canada. A 28-year-old Canadian from Montreal, Kippen was reporting for the Washington D.C.-based Sun World Satellite News in early 1987 when he realized that what Sun World was doing for 243 American television stations--scattered from Newbern, North Carolina to San Diego, California--could be done for the virtually untapped Canadian market.

"At first I didn't listen to him," says Cynthia Neu, president of Sun World, which she founded in 1981 to provide sunbelt stations with locally important news from Washington. "All I knew about Canada was that a while back, Pierre Trudeau's wife was always getting him into trouble." But eventually, Neu gave way, and for the past year and a half, Sun World has been offering Washinton coverage to Canadian stations.

Canada has two national networks, Canadian Television (CTV) and Canadian Broadcasting Corporation (CBC), with D.C. bureaus. CTV and CBC service their affiliates with Washington coverage, and no one had ever tried to compete before. Kippen's familiarity with CTV and its affiliate stations--he had

spent two years as a newswriter for CTV in Toronto--helped him make initial contacts. He also approached Canada's independent stations.

The bilateral stories Kippen reports to Canada have included such international events as Prime Minister Brian Mulroney and President Ronald Reagan's summit last April as well as locally significant issues such as the Greenpeace investigation into Hamilton, Ontario's water supply and Saskatchewan's fights with New Mexico over the selling of uranium and potash.

But a Canadian station has a lot of reasons not to accept a story from Sun World. It operates on a limited budget, and the Canadian networks already provide Washington stories to affiliates for free. (Sun World's reports cost \$275 each plus satellite fees.)

"His resources are so slim," says Craig Oliver, CTV's Washington bureau chief from 1979 until last July, when he became Ottawa bureau chief. "He can't compete with the networks. It's not criticism. It's just that you're only as good as your resources are."

Yet Kippen is competing. He delivers exclusive personalized reports by choosing the specific people and subjects local stations are interested in. "I can give them live shots on almost anything they want any day of the week," he says.

Kippen's service has scooped

both CTV and CBC. In July 1987, a group of Canadian businessmen who favored the Canada/U.S. Trade Bill came to Washington to hold a private breakfast meeting with members of the Senate Finance Committee. Kippen covered the story. A Canadian wire-service reporter and a Canadian radio freelance reporter were the only other media people there.

Kippen got a frantic call from a CTV news producer on the morning of the meeting, 45 minutes after the story ran on the Canadian wires. "He got very angry when I told him that the story had already been sold to a number of local stations as an exclusive," says Kippen. "I don't know for sure, but I get the distinct impression that CTV thinks I'm making their Washington bureau look bad."

Canada's one-man Washington news bureau has just over five years of experience in the television field. "Nobody ever said I was an upstart," says Kippen. "And I never worry that I am."



MONTREAL REUNION '89



THE 39ERS GET TOGETHER

Mr. David Culver has accepted the chairmanship of the 1939 class reunion. His classmates of fifty years ago can expect him to contact them and encourage them to attend the celebrations to be held on Monday, May 1, 1989.

Mark the date on your calendar now. We look forward to seeing you on this occasion.

Standing: E. Ballon, W. Fleming,
B. Little, W. Strong
Sitting: D. Culver, B. Ramsey,
Mr. C.T. Anstey, R. Goldbloom

CLASS OF '79 REUNION CO-CHAIRS READY TO GO



Karel Nemec

It is a time to get together, to visit the School, and to celebrate.

Karel Nemec, Montreal, and Andrew Black, Toronto, have accepted co-chairmanship of the 1979 class reunion. They look forward to their classmates making this a special occasion - ten years after graduation. Help them by participating and contributing your ideas to make this, your tenth year reunion, the best yet. Give them a call [Karel: 514-931-2953 (Home), 514-282-5298 (Office); Andrew: 416-658-9595 (Home), 416-531-6002 (Office)].



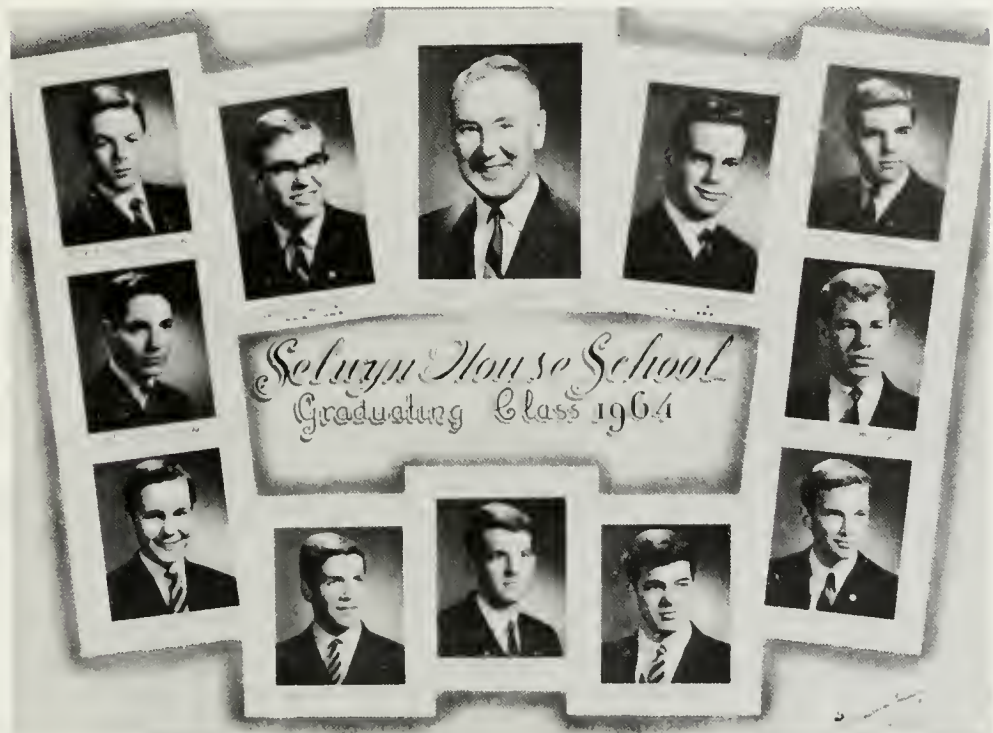
Andrew Black

CLASS OF '64: FIRST GRADE XI GRADUATES

That was 25 years ago, 1964. Do you remember reading in the School Magazine literary section: "On Eating Hamburgers" or "The Disadvantages of Travelling Through Montreal on a Camel"? That year Duncan McMartin received the prize for Poetry; Jon Scott, your present class rep, received a Drama prize; Robert Diez d'Aux a prize for Application and Personality (whatever that means); and Public Speaking went to Murray Leiter.

It was the year that Jack Martin, who is presently the Senior Master, joined the faculty. The School had only been in its new premises for three years. Bob Anderson coached the first senior Football team, and Buddy O'Connor, the first senior Hockey team. The first debating team, coached by Jim Hill, had as its executive: Jon Scott, president; Murray Leiter, vice-president; and secretary Andrew Vodstreil. Col. Brine, who is presently living in England, was Advisor to the School Magazine.

Tim Rutley '49 had just



returned to teach at the School after spending some time in Japan. Quite something in those days, compared to many of our more recent Old Boys who find themselves greatly involved with the Pacific Rim economy.

Chris Hoffmann received the Lieutenant-Governor's Silver Medal; Stephen Price, the T.C. Brainerd Memorial Award; Gordon Norsworthy, the Jeffrey Russel Prize; the Lucas Medal went to John Pike that year.

"The number of changes and beginnings that have been made in the past year are amazing; they all combine to make Selwyn House a growing School." [Editorial of the School Magazine, 1964.]

Jon Scott has accepted the chairmanship of the "Class of '64" reunion in Montreal, on May 1st. Come and see your School, which is still growing, on this special anniversary.

MEMORIES CONT'D

staff member dragooned into giving an illustrated lecture with the slides mixed up by a delinquent member of the class. The utterly irrelevant slides were, or course, diverting enough, and the enthusiasm of the audience was most

gratifying, but I had not thought it was as funny as all that. Only afterwards did I realise that Mrs. Howis had mischievously turned the leading character into a clearly recognizable caricature of myself.

Nowadays, when dramatics are a serious and ambitious undertaking, such petty

entertainment is unthinkable. As Shakespeare almost said, we shall not look upon its like again. Perhaps that is as well. But I have a feeling that those who took part in it may still occasionally look back with mild pleasure to the contribution they made to the gaiety of school life. Δ

SPORTS REPORT

4TH ANNUAL SHS HOCKEY TOURNAMENT

The 4th Annual Selwyn House Hockey Tournament was held again this year at the Verdun Auditorium. Eight schools were represented from Ontario, Quebec and New England. The Tournament becomes more successful each year, and this year was no exception. Four of our ten Tournament games went into overtime, and two other contests were decided only in the last minute of regulation play.

The Selwyn House Varsity Hockey Gryphons enjoyed their best outing by outlasting a powerful Lakefield College team 9-8, and upsetting cross-town rivals, Lower Canada College, 4-3, in front of an enthusiastic and partisan crowd. In the finals, Rivers School of Weston, Massachusetts, simply outplayed our weakened troops to capture the McNiece Championship Trophy, by a score of 5-1. I am extremely proud of our performance despite our minimal practice time.

Steve Mitchell - Varsity
Hockey Coach



M.V.P. recipient Ian Williams '89 and
Derek "Coach" Drummond,
Member of the Board

VARSITY HOCKEY

The Varsity Hockey Team has, thus far, compiled 20 games in league (GMAA), Tournaments, and exhibition play. The team supports a .500 won-loss percentage and, after a difficult performance during January, the boys are showing signs of being a true contender for a GMAA playoff spot.

Most recently, the Gryphons illustrated a revival of their disciplined form by grinding out an important win

over Centennial Regional High School, with a score of 3-1.

If the team expects a position in the playoffs, or an invitation back into the Provincial High School Hockey play downs, our reputation of playing a disciplined and physical style must be measured as consistent.

Steve Mitchell
Varsity Hockey Coach

Wrestling Season Big Success

The 1988-89 wrestling season was extremely successful. Consisting mostly of rookies, the team surpassed expectations and placed 5th overall in the G.M.A.A. standings and 2nd overall in the Ecolier and Cadet age categories at the Provincials. Among those who contributed to the wrestling team's success were Richard Anckorn (Silver - Quebec open; 5th - G.M.A.A.), Tom Richardson (Bronze - Quebec open; Silver - Provincials), Steve Issley (Bronze - Provincials), captain J-P Kovalik (Bronze - G.M.A.A.; Bronze - Provincials), captain Rob Johnston (Silver - Quebec open; Bronze - G.M.A.A.; Silver - Provincials), Patrick McEntyre (Silver - Provincials), David Levenson (Silver - Quebec open; Silver - G.M.A.A.), Nick Robinson (Gold - Provincials), Toby Schuler (Gold -

Provincials), Nick Brown (4th - G.M.A.A.), and Jon Taylor (4th - Provincials).

The season was highlighted by a mid-January trip to Boston, where, despite the fact that no team seemed willing to wrestle us, we gained a good deal of wrestling experience, American style. Many thanks go to Mr. Maurovich and to Mr. Rob Moore, who, hopefully, will return next year to coach the wrestling team with his invaluable expertise.

Robbie Johnston



SHS CURLERS HOST BONSPIEL

On February 24 and 25, Selwyn House hosted three other schools--Centennial Academy, L.C.C. and Royal West Academy--at a Curling Bonspiel. Skills honed over the season and a high degree of sportsmanship provided an excellent five hours of entertainment. The Bonspiel

was won by Royal West Academy, who won all their games, in a fine display of curling; Centennial Academy came in a close second with Selwyn House's two teams coming in third and fourth.

This Bonspiel rounded out an excellent season for Selwyn House Curlers who, in

G.M.A.A. competition with two teams--Kevin O'Brien (Skip), Blake Ferger, Andrew Blundell and David James and Willie Dodge (Skip), Nicolas Synnott, Tom Mackay and Neil Mathews--came within two points of gaining Silver Medals.

Jack Martin

BASKETBALL FESTIVAL A 'SHOWCASE'

The School held its Annual Basketball Festival on Friday, February 3. The purpose of the event was to "showcase" all of the School's basketball teams in one evening, allowing parents to see their sons play and to appreciate the scope of our basketball programme.

The Grade 5 and 6 team lost a close match to L.C.C. Both Bantam teams won: the "B" team prevailed over

L.C.C.'s "B" squad, while the "A" team beat out L.C.C. in a thrilling overtime match. The Midget team was victorious over division-rival L.C.C. for the first time this season. Finally, the Senior team lost to Centennial Regional despite a late surge. Most importantly, all players competed with spirit and displayed good sportsmanship.

The coaches enjoyed the opportunity of meeting many

parents at the reception after the games, and would like to thank them for their continuing support. We're pleased that the festival format works well and leaves all participants with a sense of a good evening and a great sport.

DATES TO REMEMBER

Toronto Spring Cocktail Party
- **Monday April 17, 1989** at The Albany Club, from 5:30 to 7:30 p.m.

Annual Giving Cocktail Party
- For volunteers and canvassers only, on **Wednesday, April 12, 1989** in the Red Room, Macaulay Building, from 5:30 to 7:30 p.m.

Old Boys vs Staff Hockey Challenge Cup - **Monday, April 25, 1989**. Please check with the School for more information.

Old Boys' Rugby Match - **Friday, April 28, 1989**. Please check with the School for more information.

Old Boys' Invitational Ball Hockey Tournament - **Saturday, April 29, 1989** at the School.

Montreal Old Boys' Reunion Dinner - **Monday, May 1, 1989**. Drinks at 6:00 p.m. in the Macaulay Building, and Dinner at 7:00 p.m. in the Lucas Building.

Alumni News

The first to go! **Fenton Aylmer '83** is engaged to Pina Mastramonaco. The wedding is to take place in Vermont in August. **Michael Stevenson '83** is to be best man and **Geoffrey Adams '83** an usher. It sounds like a good celebration is to be had by all.

It was noted in the January 30, 1989 issue of MacLean's that **Harry Bloomfield '59** is the Canadian honorary consul general for the African nation of Liberia and honorary consul for the Central American

country of Belize. Well done Harry!

Jonathan Burnham '83 visited the School after being away for five years studying in the States. He is graduating this year from Dartmouth and wrote us the following: "Having been outside of Canada for 5 years now, I felt I really didn't have many ties left in Montreal. Well--surprise--visiting Selwyn turned out to be the best idea I've had all week. Looking through the yearbook, I was surprised at how many classmates I'd forgotten, and at how readily I remembered all about them; I was also surprised at my ability to remember teachers' names on the spot, although you've all gotten a few inches shorter over the years ...

I would be jealous of all the snazzy new facilities and classrooms today's boys are being spoiled with, were it not for the great job you did showing off the revamped, high-tech organization to take care of today's Old Boys. I don't know though how much confidence I have in Geoffrey Adams' getting hold of me--if only because he probably thinks I've dropped off the edge of the earth--so I decided to send my contribution directly to you. It's not much, but it will do its bit to nudge the "# contributions" statistics along their merry way".

Thomas Antony '83 is now working on his MA at the University of Toronto.

Dr. Rory Byrne '72 and his wife Suzanne are chairpersons

of the St. Patrick's Ball committee. The St. Patrick's Society of Montreal is celebrating its 155th anniversary this year.

Duncan Campbell '69, President of the Old Boys' Association, has recently been appointed Director General of the Town of Mount Royal.

John E. Cleghorn '57 has been recently appointed a Director of McDonald's Restaurants of Canada Limited.

François Crevier '86 writes that he is presently in Guelph awaiting acceptance in pre-veterinary school. We look forward to seeing you at the Toronto reunion.

Angelo De Pol '86 is presently studying at Concordia, majoring in math and doing a minor in Business Administration.

Daniel Dydzak '76, since leaving Selwyn House, has earned a Law Degree from the University of Quebec, a Masters Degree in Comparative Law from the Southern Methodist University in Dallas, Texas, and is now practising law in Los Angeles for the firm Kahn, Stern, Blaney, Kittrel and Kordic.

Maxi Ferro '57 is the Director of the New Bedford Glass Museum. He was married on November 12, 1988 to Janie Chester; **Alan Wakefield '57**, who was his best man, was last year elected to the College of Fellows of the American Institute of Architects (their highest lifetime award).

Robert D.D. Forbes '65 has been promoted to President, Royal Bank Capital Corporation, based in Toronto.

Danny Golberg '87 is an Honours student in 2nd year John Abbott, studying Pure and Applied Science. He received the J. Colin Robertson Memorial Award for Chemistry.

Nicolaus Harnack '87 has deferred acceptance to Queen's for one year to study in Germany at Plön, which is a boarding school in a small town north of Hamburg.

Nicholas Howson '78 is now working for Paul, Weiss, Rifkin, Wharton and Garrison in New York.

Larry Karass '72 is now back from Japan and indicates an interest in Old Boys' news. Look forward to seeing you at the reunion May 1st in Montreal.

David de M. Marler '71 writes that he is now the Western Canada Sales Manager for Maerck Shipping Line. After postings in Hong Kong and Tokyo he is now living in Vancouver.

Anson McKim '48 reports that he is presently living at Clachan, Erin, Ontario.

Michael '83 and Ross '78 McKim are now residing in Toronto.

David Munro '86 was top man in a 35-km Gatineau cross-country ski event on Sunday, February 19, 1989. Congratulations!

John O'Brien, Scott Vineberg and Bill Zacharkiw '82 have recently opened a

restaurant, Fondue-Mentale at 4325 St-Denis Street, Montreal. Try it!

John O'Quinn III '78 informed us that he has recently been promoted to Plant Superintendant at the Carolina Steel Corporation, Nashville, Tennessee.

Captain Dennis Reilly '55 reports that he is the Project Manager for the Tribal Class Update and Modernization Programme at the National Defense Headquarters.

David Seymour '51, in a letter to **Tom Schopflocher**, class rep of '51, brings us up-to-date on some of his activities over the last 30 years. What follows is an extract from his letter. "Your last letter had mentioned the names of many ex-SHS contemporaries about whom I had not once reminisced since leaving Form 5 to go to Form 4 at T.C.S. in 1950, almost 30 years ago. I have lived abroad since 1956 and ... have led something of a gypsy-like existence because that is what being an exploration geologist is all about."

After graduating from McGill in 1956, David has travelled extensively and has worked in Tanganyika, Rhodesia, Colorado, California, North Queensland, New Zealand, New Guinea, Vanuatu, New Caledonia and is now working in Cremorne, New South Wales, Australia.

On a brief visit to Western Canada last September, he renewed acquaintanceship with

Nick Thornton '51, whom he had not seen in 19 years. Future plans "are in the wind for a move back to a Canadian base [with British Columbia being the most appealing at present] maybe early next year, especially if some corporate raider makes me an offer I cannot refuse for a public company I helped start in 1985."

Tim Shorter '81 is now living in Los Angeles and working in the Marketing Department of American Tours International, U.S.A.'s leading "In-Bound" travel and tour company. He tells us he is having a great time.

Tyler Spafford '35 writes from France that he is receiving 'Veritas' and enjoying the news of Old Boys that he remembers. His address is: Le Vent des Pins, 9 Antoine de la Sale, 13210 Saint Remy de Provence - France.

Michael Stevenson '83, who is studying Fine Arts at Concordia, is the lead guitarist in his band, "The Bliss". He has been very active playing in Ottawa, and recently at the Montreal cabaret "Les Foufounes Electriques". They expect to tour Southern Ontario and Nova Scotia this summer. Make sure you take them in if they pass your way.

George Stinnes '70 is now pursuing personal interests in London, England, having left Wood, Gundy where he was a Director and Vice-President.

Births

To Alex and Donna Paterson '74, a son, Nicholas Robert on November 25, 1988 in Toronto. A brother to Alexander.

To Eric and Diane Kaplan '71, a daughter, Stephanie Rose on July 24, 1988 in Montreal.

To Cary and Sandy Miller '67, a daughter, Caroline on October 7, 1988 in Montreal. A sister to Erich.

To Philippe and Kathy Panet-Raymond '78, a son on March 5, 1989 in Toronto.

Faculty

To Helaine Tecks and Oliver Bleuer, a son, Morgan Gregory, on November 27, 1988 in Montreal.

To Kathy and Glenn Funamoto, a son, Andrew Steven Yuki, on December 29, 1988 in Montreal. A brother to Alison.

To Ann and Normand Brault, a daughter, Elizabeth, on February 24, 1989 in Montreal.

Marriages

Peippo, David '73 to Marlene Basarab on July 19, 1988 in Montreal. Best wishes to you both and we look forward to seeing you at the School some day.

Obituaries

Martin, Louise on January 17, 1989 in Montreal. Mother of Etienne Côté '85.

Usher-Jones, Madeleine Raymond on December 18, 1988 in Ste-Agathe. Widow of Ernest Usher-Jones '30. Mother of Brian '61, Gordon '69 and Christopher '72. Grandmother of Richard '86.

Hesler, Edith Amy on December 28, 1988 in Montreal. Mother of William '58. Grandmother of John '87 and Thomas '93.

Langshur, Simon '76 on February 2, 1989 in Montreal.

Morrison, James Robert, on March 2, 1989 in Montreal. Mr. Morrison was a friend of the School, and the former editor of McGill's "Reporter".



Veritas

The Selwyn House Community Publication

Volume 15, Number 2

Veritas is published three times a year by SHS Publications for the Selwyn House Community which includes alumni, current students, past parents, present parents, former and present staff and the many friends of Selwyn House School.

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